

NURS6640: Teaching and Learning in the Clinical Context

Callaghan and Online
Trimester 2 - 2024



OVERVIEW

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| Course Description | This course is premised on the understanding that effective clinical teaching and learning can transform practice and practice environments. It explores theories relevant to adult learning, models of clinical teaching, how the clinical organisation influences teaching and learning, and contemporary approaches for improving clinical teaching. Students will be provided with opportunities to integrate their developing knowledge and skills into their own clinical practice and to reflect on and learn from this experience. |
| Academic Progress Requirements | Nil |
| Assumed Knowledge | Foundations of nursing/midwifery knowledge, nursing/midwifery theory, legal and ethical issues, fundamentals of research, human bioscience, psychology, sociology related to practice. Principles of investigative approaches in nursing/midwifery, concepts and theories relevant to practice, contemporary nursing or midwifery issues. Academic reading and writing skills, ability to access and evaluate information from a variety of sources, skills in critical analysis, critical judgement, synthesis and evaluation. Ability to conceptualise practice. Meets Nursing and Midwifery Board of Australia Standards for Practice. |
| Contact Hours | Callaghan Online Activity Online 2 hour(s) per week(s) for 12 week(s) starting Week 1 Self-Directed Learning Self-Directed 8 hour(s) per week(s) for 12 week(s) starting Week 1 Tutorial Face to Face On Campus 2 hour(s) per week(s) for 12 week(s) Online Online Activity Online 2 hour(s) per week(s) for 12 week(s) starting Week 1 Self-Directed Learning Self-Directed 8 hour(s) per week(s) for 12 week(s) starting Week 1 |
| Unit Weighting | 10 |
| Workload | Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course. |

COURSE OUTLINE

www.newcastle.edu.au

CRICOS Provider 00109J

CONTACTS

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| Course Coordinator | Callaghan and Online Dr Georgia Geller Georgia.Geller@newcastle.edu.au Consultation: Contact via email. Responses to emails can be expected within 48 business hours. Students are required to check their UoN email account regularly. |
| Teaching Staff | Other teaching staff will be advised on the course Canvas site. |
| School Office | School of Nursing and Midwifery Richardson Wing University of Newcastle University Drive CALLAGHAN NSW 2308 (+61) 2 4921 6304 Web: http://www.newcastle.edu.au/school/nursing-midwifery |
| General Enquiries | AskUoN@newcastle.edu.au (+61) 2 4921 5000 |
| Program & Enrolment Advice | ProgramAdvice@newcastle.edu.au |
| Student Support | For academic and personal support services for students, visit https://www.newcastle.edu.au/current-students/support |

SYLLABUS

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| Course Content | <ol style="list-style-type: none">1. Teaching and learning in the clinical environment2. Learning styles3. Adult learning theories4. Develop learning outcomes5. Providing feedback and conducting evaluation6. Challenges to effective clinical teaching7. Teaching philosophy8. Teaching health professionals from diverse cultural backgrounds9. Information and communication technology for teaching and learning10. Clinical simulation11. Mentoring, preceptoring and clinical supervision12. Continuing professional development |
| Course Learning Outcomes | On successful completion of this course, students will be able to: <ol style="list-style-type: none">1. Discuss creating a learning community in the clinical context2. Recognise different learning styles3. Discuss and apply adult learning theories to the role of clinical teaching4. Examine the issue of teaching and learning in terms of nurses'/midwives' responsibilities for ongoing professional education of themselves and others5. Discuss the implications of information and communication technology on clinical teaching and learning6. Describe teaching and learning associated with using clinical simulation in the clinical context |

7. Explain why feedback and evaluation are important and appropriate strategies for these components of clinical teaching
8. Discuss strategies to use when teaching people from diverse cultures
9. Discuss challenges to effective clinical teaching and learning and how they can be overcome
10. Discuss mentoring, preceptoring and clinical supervision and how they contribute to teaching and learning in the clinical context
11. Develop a teaching philosophy

Course Materials

Required Text:

Bastable, S. B. (Ed.). (2023). *Nurse as educator: Principles of teaching and learning for nursing practice* (6th ed.). Jones & Bartlett.

Required Reading:

Links to required readings can be accessed through Canvas Course site.

COMPULSORY REQUIREMENTS

In order to pass this course, each student must complete ALL of the following compulsory requirements:

Course Assessment Requirements:

- Assessment 1 - Clinical Teaching Plan: Submit assessment item - Must submit this assessment to pass the course.
- Assessment 2 - Teaching Philosophy: Submit assessment item - Must submit this assessment to pass the course.
- Assessment 3 - Quiz: Submit assessment item - Must submit this assessment to pass the course.

SCHEDULE

| Week | Week Begins | Topic | Assessment Due |
|------|-------------|--|--|
| 1 | 13 May | Teaching and learning in the clinical environment | |
| 2 | 20 May | Assessing learning needs, readiness to learn, and learning styles | |
| 3 | 27 May | Adult learning principles and learning theories | |
| 4 | 3 Jun | Learning outcomes and lesson plans, methods, and materials | |
| 5 | 10 Jun | Evaluation, assessment, and feedback | |
| 6 | 17 Jun | Challenges to effective clinical teaching | Assignment 1 Teaching Plan Due on Monday 17th June 2024 |
| 7 | 24 Jun | Teaching Philosophy | |
| 8 | 1 Jul | Teaching health professionals from diverse cultural backgrounds | |
| 9 | 8 Jul | Information and communication technology for teaching and learning | |
| 10 | 15 Jul | Clinical simulation | Written Assignment 2: Teaching Philosophy |

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|----|--------|--|--|
| | | | Due on Monday 15th July 2024 |
| 11 | 22 Jul | Mentoring, preceptoring and clinical supervision | |
| 12 | 29 Jul | Continuing professional development | Online Learning Activity: Quiz Opens Saturday 27th July 2024 Closes Friday 2nd August 2024 |

ASSESSMENTS

This course has 3 assessments. Each assessment is described in more detail in the sections below.

| | Assessment Name | Due Date | Involvement | Weighting | Learning Outcomes |
|---|-------------------------|---|-------------|-----------|-----------------------------------|
| 1 | Clinical Teaching Plan* | Monday 17th June 2024 23:00 Australian Eastern Standard Time (AEST) | Individual | 40% | 1, 2, 3, 4, 5, 6 |
| 2 | Teaching Philosophy* | Monday 15th July 23:00 Australian Eastern Standard Time (AEST) | Individual | 45% | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 |
| 3 | Quiz* | Friday 2nd August 23:00 Australian Eastern Standard Time (AEST) | Individual | 15% | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |

* This assessment has a compulsory requirement.

Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

POSTGRADUATE COURSES ASSESSMENT AND REFERENCING ADVICE

Assessments

1 If you need to apply for an extension for an assessment:

You should follow the process described in your Course Outline under the heading "Adverse Circumstances". Please note you will be required to submit documents to support your application.

Please do not email your tutor or course coordinator to request an extension because they cannot approve applications for extensions unless they have been submitted using the Adverse Circumstances process.

2 Formatting your assessments:

- General advice - Use standard (default) margins, double line spacing and 12 point font in your assessments.

If you have additional instructions about using headings or an essay format or other formats (such as blogs) – please follow instructions provided for individual assessments.

3 Word count:

The length of the assessment is an indication of the number of words needed to address the assessment task. This is a guide, however some students have difficulty keeping their writing within the specified word count. If your assessment exceeds the word count by up to 10%, the entire assessment will be marked. Tutors may stop marking if your assessment exceeds the word count by more than 10%.

Please note the following information from the UON Course Management and Assessment Procedure Manual (Item 250 and 251):

“Word limits include headings, sub-heading, in-text citations and quotes referencing but does NOT include the list of references, appendices and footnotes. The Course Co-ordinator will allow a tolerance of at least 10% of the word limit”. (<https://policies.newcastle.edu.au/document/view-current.php?id=183>)

4 Referencing:

Your assessments must be appropriately referenced. Assessments that are not correctly referenced may have lower marks awarded.

Assessments that contain information from other sources that have not been referenced and where it appears that the student is presenting another person’s work or ideas as their own, will be referred to the SACO officer. This constitutes a potential breach of the Student Academic Integrity policy (<https://policies.newcastle.edu.au/document/view-current.php?id=35>)

Referencing your Assessments

What should be referenced?

All sources of published information including textbooks, journal articles, course readings, websites, guidelines, policies and government documents that have been used to prepare an assessment MUST be included in the assessment as an in-text citation AND on the reference list.

Any documents provided to you to use in the preparation of an assessment must be referenced.

Direct quotes MUST be referenced. However, please note direct quotes should be used sparingly and should not constitute more than 10% of an assessment.

Information that you have paraphrased in your assessment must also be referenced.

Correct citation of sources and referencing is expected in scholarly writing at Masters level. Assessments that are not correctly referenced may be penalised (lower marks awarded).

Correct referencing style

You are required to use APA 7th Referencing Style in all of your assessments (unless otherwise stated).

Check this link for details about using APA 7th Style: <https://libguides.newcastle.edu.au/apa-7th>

Check this link for details about referencing your course modules: <https://libguides.newcastle.edu.au/apa-7th/course> and select the “Course outlines & notes” tab.

Making Referencing Easier

Referencing your assessments is easier if you use a Reference Management Program such as “Endnote”.

There is information in Canvas that will assist you to access and use the Endnote referencing program.

Select: “Library Essentials” at the top right of your screen, then select “Referencing” from the list of options on the left side of the screen, and then scroll down to select “Endnote”.

Or click on this link: <http://libguides.newcastle.edu.au/endnote>

Academic Integrity

All new students must complete the [Academic Integrity Module](#) (AIM), which can be accessed via the Dashboard in Canvas.

Assessments that contain information from other sources that have not been referenced and where it appears that the student is presenting another persons’ work or ideas as their own, will be referred to the SACO officer. This constitutes a potential breach of the university Academic Integrity policy.

The Student Academic Integrity Policy is available via this link: <https://policies.newcastle.edu.au/document/view-current.php?id=35>

Assessment 1 - Clinical Teaching Plan

Assessment Type Written Assignment

Purpose The purpose of this assessment is to apply your learning from weeks 1-6 in the development of a teaching session plan in your clinical context. At the completion of this assessment, you should be able to transfer this lesson plan into a teaching session. In your clinical area this assignment could be presented to a manager to justify the need for the clinical teaching you have identified.

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| Description | <p>You are required to develop a teaching plan focussed on a clinical topic or skill which is relevant to your clinical area. Apply the Nurse Educator Core Competencies (WHO, 2016) or Midwife (WHO, 2014) Educator Core Competencies throughout where applicable.</p> <p>Please include references in-text when you source or refer to the work of others. It is expected that you will use course readings and additional sources to prepare this assignment.</p> <p>Please use the headings provided when preparing your assignment:</p> <p>A guide to the content is:</p> <ol style="list-style-type: none">1. <u>Title page</u> - State the title of lesson plan, your name, student ID and course (NURS6640).2. <u>Background</u> - to the clinical topic or skill including the focus and purpose and why this topic or skill is important in your clinical area. Who are the learners? How did you identify the need for this learning?3. <u>Learning Outcomes</u> or learning objectives of your proposed teaching session. Link these outcomes to Blooms Taxonomy.4. <u>Teaching Plan</u> - Provide an outline of the lesson content addressing the learning outcomes and how you will evaluate the session. This should be presented in the table provided. In your teaching plan you should consider:<ol style="list-style-type: none">i. An outline of the related content.ii. The instructional/teaching methods used to teach the content.iii. The time allocated for the teaching of each objective.iv. The resources needed (materials/tools/equipment)v. Method of evaluating the learning.5. <u>Rationale for the teaching methods</u> selected.6. <u>Rationale for the evaluation methods</u> selected.7. <u>Reference list</u> – a correctly formatted APA style reference list. |
| Weighting | 40% |
| Compulsory Requirements | Submit assessment item - Must submit this assessment to pass the course |
| Length | 1400 words |
| Due Date | Monday 17th June 2024 23:00 Australian Eastern Standard Time (AEST) |
| Submission Method | Online. Canvas |
| Assessment Criteria | See Canvas |
| Return Method | Online. Canvas |
| Feedback Provided | Online - Feedback will be provided online within three weeks of the date you submitted the assessment |
| Opportunity to Reattempt | Students WILL NOT be given the opportunity to reattempt this assessment |

Assessment 2 - Teaching Philosophy

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| Assessment Type | Written Assignment |
| Purpose | The purpose of this assessment is to consolidate your learning from this Course and demonstrate what you envisage will underpin your teaching and learning activities in the clinical context in the future. |
| Description | <p>This assessment item has two parts:</p> <p>Part 1: Reflecting on your previous experience in clinical teaching, the teaching session you planned in assessment 1 and your own experiences as a teacher and a student provide your</p> |

philosophy of teaching and learning in the clinical context, with references. [500 words].

Part 2: With reference to the WHO Nurse (2016) or Midwifery (2014) Educators Core Competencies **select two** core competency statements, (from the list below) that you need to strengthen, to improve your teaching in the clinical context. Explain how your performance in this area of competence needs to be improved. For each competency statement selected, critically examine one evidence-based strategy and describe how you would apply this strategy to support **your learning** and to strengthen **your teaching**. Please apply the cognitive (knowledge), affective (attitude and behaviour) and psychomotor (skills and ability) domains for each selected competency. [1000 words]

Please select any 2 of these:

WHO Nurse Educator Competencies: (choose any 2 of these)

Domain 4: Research and evidence - Core Competency 4: Nurse educators develop their critical inquiry and the ability to conduct research and utilize findings to identify and solve educational and practice-based problems.

Domain 5: Communication, Collaboration and partnership - Core Competency 5: Nurse educators demonstrate effective communication skills that promote collaborative teamwork and enhance partnership among health profession educational and clinical practice

Domain 6: Ethical/Legal Principles and Professionalism: Core Competency 6: Nurse educators demonstrate professionalism including legal, ethical, and professional values as a basis for developing nursing education policies, procedures and decision making.

or

Midwifery Educators core competencies: (choose any 2 of these)

Domain 1 - Ethical and legal principles of midwifery: Competency: Midwifery educators incorporate and promote ethical and legal aspects of midwifery care in teaching/learning activities and by consistent role modelling.

Domain 7 - Communication, leadership, and advocacy – Competency: Midwifery educators are effective communicators and function as advocates, change agents and leaders.

Domain 8 – Research – Competency: Midwifery educators promote the use of research and use it to inform midwifery education and practice.

Please include references in-text when you source or refer to the work of others. It is expected that you will use course readings and additional sources to prepare both parts of this assignment.

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| Weighting | 45% |
| Compulsory Requirements | Submit assessment item - Must submit this assessment to pass the course |
| Length | 1500 words (excluding tables, figures and the reference list) |
| Due Date | Monday 15th July 23:00 Australian Eastern Standard Time (AEST) |
| Submission Method | Online. Canvas |
| Assessment Criteria | See Canvas |
| Return Method | Online. Canvas |
| Feedback Provided | Online - Within 3 weeks from submission date. |
| Opportunity to Reattempt | Students WILL NOT be given the opportunity to reattempt this assessment. |

Assessment 3 - Quiz

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|------------------------|---|
| Assessment Type | Quiz |
| Purpose | The purpose of the 'Online Learning Activity' is to test your knowledge on the course content. |
| Description | There are 15 Multiple Choice Questions that you are required to complete via Canvas. You will only be allowed to have one attempt within the designated week. You will have 30 minutes to complete this assessment. |

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| Weighting | 15% |
| Compulsory Requirements | Submit assessment item - Must submit this assessment to pass the course |
| Length | 15 multiple choice questions |
| Due Date | Opens Saturday 27th July 2024 at 9:00 and closes Friday 2nd August 23:00 Australian Eastern Standard Time (AEST) |
| Submission Method | Online. Canvas |
| Assessment Criteria | N/A |
| Return Method | Online. Canvas |
| Feedback Provided | N/A |
| Opportunity to Reattempt | Students WILL NOT be given the opportunity to reattempt this assessment |

ADDITIONAL INFORMATION

Grading Scheme This course is graded as follows:

| Range of Marks | Grade | Description |
|----------------|-----------------------|--|
| 85-100 | High Distinction (HD) | Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives. |
| 75-84 | Distinction (D) | Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives. |
| 65-74 | Credit (C) | Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes. |
| 50-64 | Pass (P) | Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes. |
| 0-49 | Fail (FF) | Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action. |

*Skills are those identified for the purposes of assessment task(s).

Communication Methods

Communication methods used in this course include:

- **Canvas Course Site:** Students will receive communications via the posting of content or announcements on the Canvas course site.
- **Email:** Students will receive communications via their student email account.
- **Face to Face:** Communication will be provided via Zoom, face to face meetings or supervision.

Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

As a result of student feedback, the following changes have been made to this offering of the course:

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- The assessments and marking criteria were changed.

**Oral Interviews
(Vivas)**

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

**Academic
Misconduct**

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to <https://policies.newcastle.edu.au/document/view-current.php?id=35>.

**Adverse
Circumstances**

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at:

<https://policies.newcastle.edu.au/document/view-current.php?id=236>

**Important Policy
Information**

The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at <https://www.newcastle.edu.au/current-students/respect-at-uni/policies-and-procedures> that support a safe and respectful environment at the University.

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.

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